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ABSTRACT

An analysis and recommendations are presented on the matriculation process at Santa Monica College that is designed to integrate assessment, educational planning and follow-up to maximize student success at the college. Introductory material specifies the terms of the matriculation agreement between the college and the student and highlights the activities involved in the matriculation process: application, orientation, assessment, educational planning, class enrollment, progress report, additional counseling, referral to support services, and completion of goal. The following sections present the college matriculation plan; a student goal statement; the new student orientation process; the student handbook and its purpose and contents; the process of mathematics and English assessment; study skills assessment; alternative assessment methods; educational planning; student participation in matriculation; faculty advisement; follow-up on student progress; and research as a support activity of matriculation. These sections include background statements, rationales, and recommendations. Institutional research proposals are appended. (HB)

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MATRICULATION ADVISORY COMMITTEE REPORT

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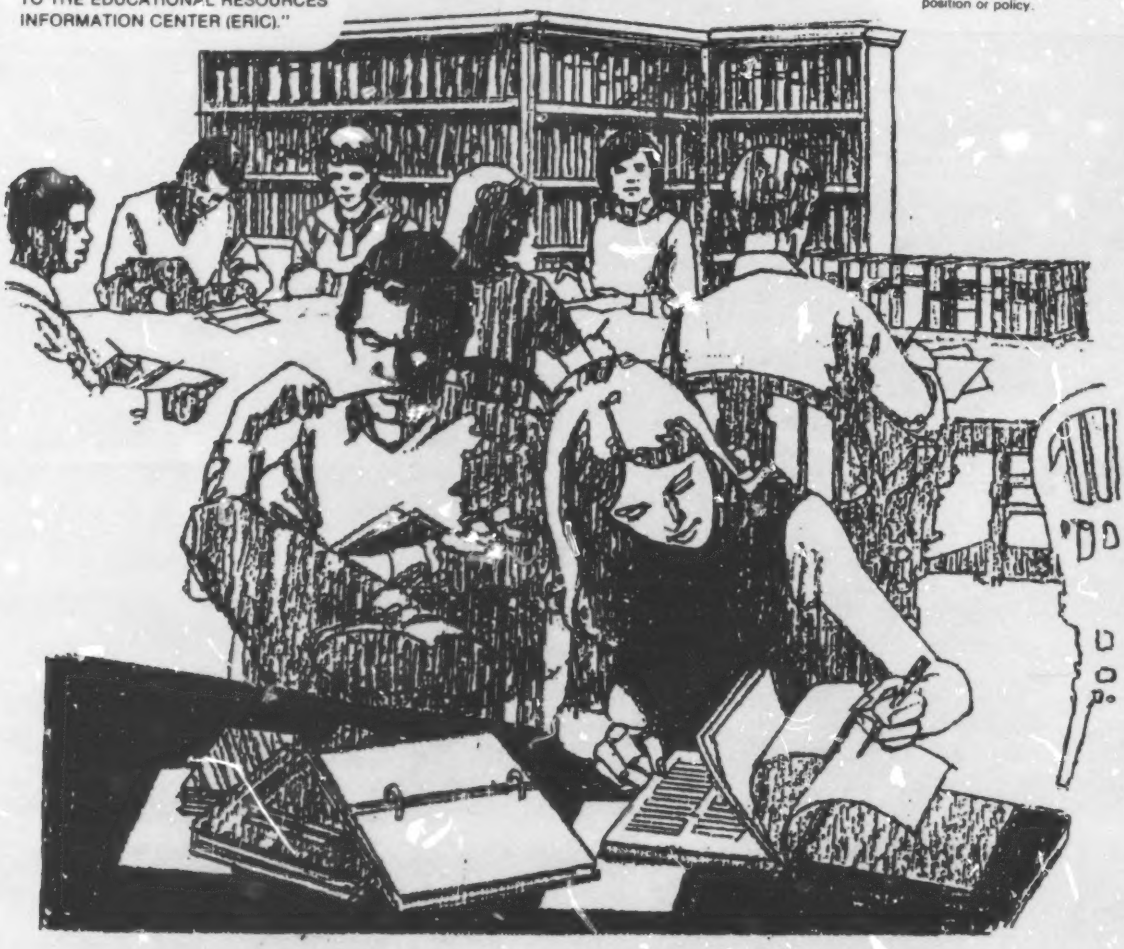

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PREFACE

Planning for an integrated assessment, educational planning and follow-up process to maximize student success at Santa Monica College, was the fundamental task of this Advisory Committee.

The facets of the student/college contract have been explored in detail by the committee. Many hours of debate and research have led to the recommendations in this report. Each committee member has worked diligently and contributed his or her expertise and advice to make these recommendations the best possible. Some recommendations can be implemented quickly with no additional funding; others will require more time and resources.

I would like to thank each member of the committee for his or her efforts in creating these recommendations. Special thanks to Karen Grosz for editing the paper, and to Letty Edwards and Mary Collins for their technical and organizational abilities, which facilitated the process.

Bob Silverman, Chair
Matriculation Advisory Committee

MATRICULATION ADVISORY COMMITTEE

Santa Monica College

Administration

William Cassell	Director, Learning Resources Center
Jim D'Angelo	Asst. Dean, Physical Education
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Classified

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MATRICULATION ADVISORY COMMITTEE

Santa Monica College

Subcommittee Organization

Subcommittee Title	Members
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Alternate Assessment Methods	Bob Silverman
Study Skills Assessment	Pamela Ashe, Anne Phillips, Sharron Steeber
Student Participation in Matriculation	Newton Love, Suzie Nissen
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Student Handbook	Bob Silverman
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New Student Orientation	Bob Adams, Bill Cassell, Nancy Cattell, Jim D'Angelo, Bill Furnell, Ed Gallagher, Newton Love, Tim Morrissey, Gordon Newman, Bob Silverman
Student Follow-Up	Bob Adams, Bob Silverman
Public Relations	Jeannette Hartman

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INTRODUCTION

Matriculation maximizes students' success by matching their skills, needs, and goals to college courses, programs, and services.

The matriculation process establishes an agreement between the college and the student. The college assesses basic skills, helps the student develop an educational plan, and provides follow-up information to guide the student to complete college work. The student declares an educational goal, meets regularly with an adviser, seeks support services as needed, and strives to progress toward an established educational goal.

The matriculation process consists of the following activities:

Application - Each new student must file a college application with information that satisfies state registration requirements and initiates the educational planning process. This includes providing college or high school transcripts.

Orientation - An overview of college functions, programs, services and procedures is provided to new students.

Assessment - Abilities in English, math, and study skills are evaluated to ensure proper student placement in courses.

Educational Planning - This important step requires students to meet with a counselor to set an educational plan which will guide the students' through an educational experience at SMC, recognizing the students' goals and skills.

Class Enrollment - Students enroll in a schedule of courses consistent with their educational plan.

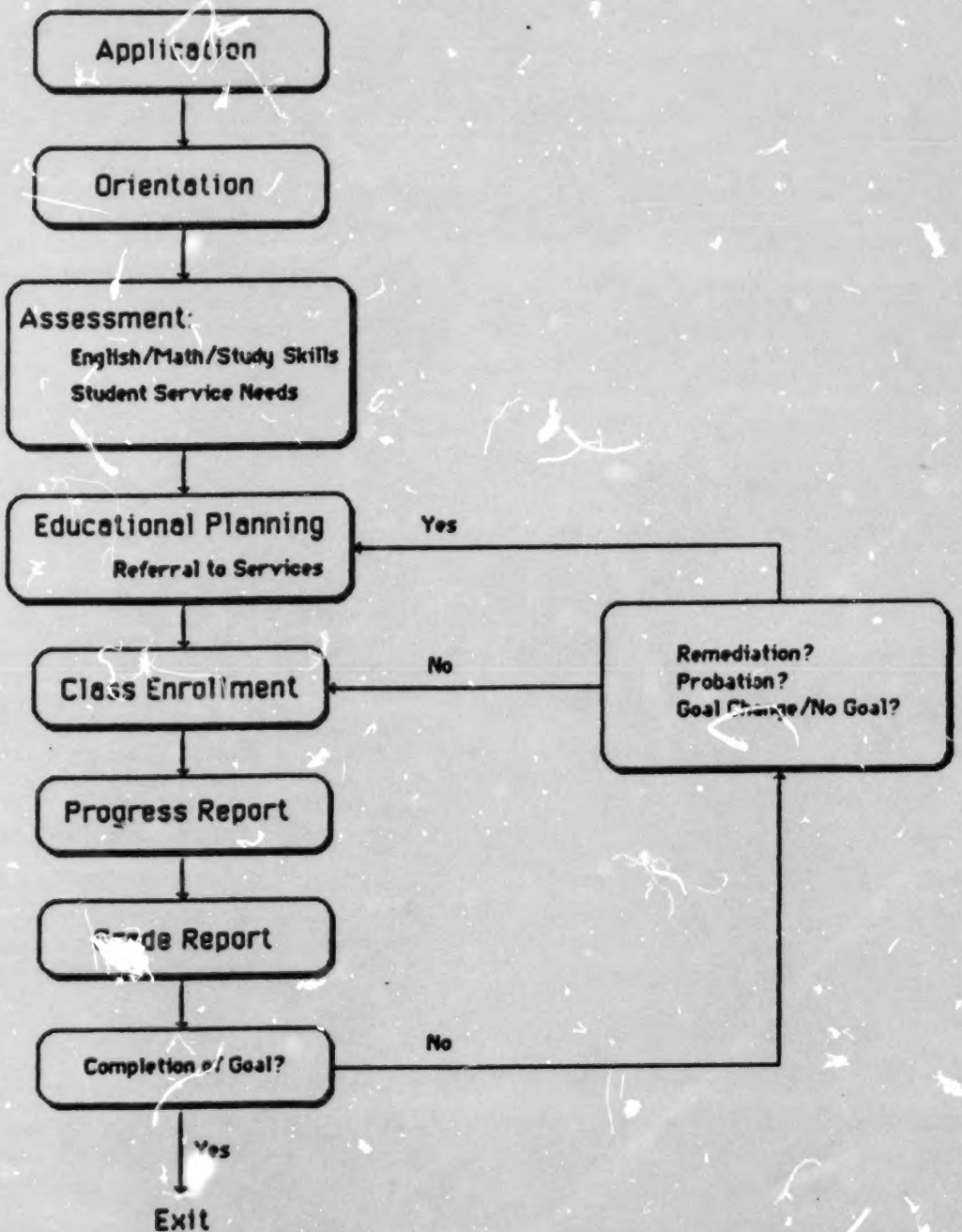
Progress Report - During the semester, each student's progress is followed and reported to the student.

Additional Counseling - All students who are undecided about their educational goals are enrolled in remedial classes, or are on academic or progress probation must see a counselor at least once a semester.

Referral to Support Services - Throughout the matriculation process, students can be referred to support services or can seek individual assistance.

Completion of Goal - When students reach their stated goals, they will be helped to find employment or to transfer to another insitution of higher education.

Matriculation: All Non-Exempt Students



COLLEGE PLAN

Santa Monica College

All new students will be placed in one of three categories based upon their educational goals and the number of units they have attempted:

1. Those who wish to enroll in adult education classes or who hold a baccalaureate degree and wish to enroll in six or fewer units will be classified as exempt. Students in this category need only submit an application for admission. Math and English skills assessment may be required as prerequisites to certain courses.

2. Students who have completed fewer than 12 units at Santa Monica College and who desire to enroll in six or fewer units must complete the application, orientation, and assessment steps of the matriculation process. The educational planning step may be delayed until the student has completed a total of 12 units.

3. All other students must complete the full matriculation process before enrolling in classes.

Level:	Which Students?	What Components?
Fully Matriculated	Students wishing to enroll in 7 or more units or who have completed 12 or more units	All components to be completed prior to enrollment in classes
Partial/Delayed	Students wishing to enroll in 6 or fewer units and have not yet completed 12 units of college work	Application assessment and orientation completed prior to enrollment. Educational Plan delayed until 12 units completed
Exempt	(1) Adult Ed. students (2) Students with B.A. or higher degree who wish to enroll in 6 or fewer units	Application only. Math or English test may be required as a course prerequisite

MATRICULATION ADVISORY COMMITTEE
Santa Monica College

STUDENT GOAL STATEMENT

BACKGROUND

The matriculation process requires that every student declare an educational goal. Santa Monica College must design application questions that will meet state requirements concerning this statement of goal. Following is a list of questions that will meet state information requirements, as well as local college data needs.

RATIONALE

The following list of goals questions was derived by merging the current application questions with the new state-mandated information requirements. It should be understood that, to the extent that space remains on the application form, the college is free to add questions that will supply local demographic information of importance to SMC.

RECOMMENDATION #1:

IN THE GOALS QUESTIONS TO BE USED ON THE STUDENT APPLICATION FORM, STUDENTS WILL BE REQUIRED TO DECLARE A GOAL:

(Choose ONE of the following)

Do you plan to

1. Pursue personal interest or improvement, no AA degree?
2. Upgrade job-related skills, no AA degree?
3. Get a vocational certificate, no AA degree?
4. Get an AA degree with a vocational major (See list of majors on p.)
5. Get an AA degree with a general education major?
6. Transfer to a 4-year school without an AA degree?
7. Transfer to a 4-year school with an AA degree?
8. --I am undecided.

Note: The above will be rephrased to be consistent and intent will not be altered.

MATRICULATION ADVISORY COMMITTEE
Santa Monica College

NEW STUDENT ORIENTATION

BACKGROUND

An orientation program shall be required of all new students except those to whom an approved exemption criterion pertains. Orientation acquaints new students with the college's functions, programs, and services. Thus, it is an important first opportunity to make known to students the options available to them in the college.

RATIONALE

The overall plan for orientation at Santa Monica College shall divide the orientation program into two parts:

Part I - Overview of the potentials at Santa Monica College and an introduction to the services and activities available to new students and introduction to Educational Planning.

Part II - Educational Planning. Provide students with performance expectations and procedural requirements.

RECOMMENDATION #2: Orientation programs should explain the use of the catalog, student handbook, and schedule of classes while describing the services, activities, and policies at Santa Monica College to help ensure satisfactory student progress.

RECOMMENDATION #3: The emphasis for Part I and II should be on each student's potential for success.

RECOMMENDATION #4: The total orientation program should include Parts I and II, handbook, and handouts.

RECOMMENDATION #5: The student objectives must be considered in each orientation component; student benefit is the goal.

RECOMMENDATION #6: The media used to produce the orientation show must be adaptable to a variety of room assignments.

RECOMMENDATION #7: Part I of orientation shall be completed by April 15, 1985.

RECOMMENDATION #8: Part II of the program shall be completed by July 1, 1985, and a committee will be established to guide development.

RECOMMENDATION #9: Fully exempt from orientation Part I are students who:

a. are returning SMC enrollees
b. are entering for job skills
c. have demonstrated successful college level achievements
d. possess a degree (BA or higher)

RECOMMENDATION #10: Advanced admissions students and students pursuing personal interests will be exempt from orientation Part I until after they have completed 12 units.

RECOMMENDATION #11: The outlines attached should be endorsed and used as the basic guidelines for the orientation program development.

Orientation Program

March 6, 1985

Objectives - Part I

The orientation should:

1. Present information regarding Santa Monica College facilities, services, and activities of which are designed to maximize the chance for student success in a student oriented method.

2. Explain the use of the student handbook and catalog and demonstrate how the matriculation pieces fit together into a process to aid students.

3. Demonstrate student success and illustrate that each student has the potential for success.

4. Demonstrate the diversity of experience available at SMC.

5. Ensure that the program relates to the majority of students.

6. Be adaptable to the various rooms in which assessment will be administered.

7. Not to be longer than 12 minutes maximum.

Overview

1. Opening--Fast sequence of slides demonstrating the facilities of the College--(fast intro music)

2. Assessment session--Show students in orientation, focus in on one student saying, "Another boring session telling us a bunch of junk. What for? Why do we need to listen to this?"

3. Discussion--Four students discuss the question, "What for and Why?"
   Student 1: New student, unsure what he is doing and why.

   Student 2: First year vocational education student at SMC on probation.

   Student 3: Second year female athlete, transfer student, not doing well academically but making it.

Student 4: Returning minority female student who owns her own business and began at SMC in ESL and remedial courses.

4. Brief description of matriculation process.

5. End with success message, people on the job, graduation, (music is fast).

6. Use students from Theater Arts in a guided improvisation. Role playing setting.

Committee For Further Study And Response

Jim D'Angelo	Bill Furnell
Ed Gallagher	Newton Love
Bob Adams	Tim Morrissey
Bill Cassell	Gordon Newman
Nancy Cattell	Bob Silverman

Orientation Part I

Profile

Student #1

Description:

Eighteen-year-old "wise guy" just graduated, knows it all, and is bored with the process. He is ready to get going and is impatient.

Topics

1. Uncertain as to future goals, career.
2. Lacks direction.
3. Questioning.
4. What is orientation, Handbook, assessment, Educational Planning?
5. Why? Why? Why?
6. What are services and activities?

Profile

Student #2

Description:

Minority male Vocational Education student on probation, floundering, plans to use tutoring, plans to see counselor, just wishes he had listened to orientation.

Topics

1. Need to know Probation policy stated in catalog.
2. Need planning help each semester.
3. Need tutoring help. Learning Resources Center.
4. Meet instructor for help.
5. Career planning good.

Profile

Student #3

Description:

Transfer student, female athlete, has had it tough, but is getting there. She is positive, upbeat, and bubbly.

Topics

1. Actively involved in campus life.
2. Needs educational planning. Get goal, work towards it.
3. Should see counselors.
4. Could receive help at Women's Center.
5. Could benefit from Financial Aid.

Profile

Student #4

Description:

Middle-aged female minority student, owns her own business and holds AA degree in Secreterial Science. She has returned to upgrade word processing skills and is working on certificate.

Topics

1. Has had remediation, ESL.
2. Has made use of all parts of Matriculation.
3. Has proceeded slowly but steadly toward a defined goal.
4. Has made use of Educational Planning.
5. Counselors.
6. Tutoring, etc.
7. Child Care, Financial Aid.
8. Women's Center.

MATRICULATION ADVISORY COMMITTEE
Santa Monica College

STUDENT HANDBOOK

BACKGROUND

To support the orientation process for new students, a handbook will be distributed at no cost to all new students when they submit their applications and receive an assessment appointment. The handbook provides information necessary to facilitate the student's entrance into the college community and begin the educational planning process.

RATIONALE

The basic assumptions on which the handbook is developed include:

a) All information should be coordinated with the college catalog and other campus documents; however, repetition of information should be avoided.

b) The format should be simple and straight-forward, maximizing the use of graphs, tables, and pictures to convey the ideas and concepts.

c) The handbook should be interactive in nature. Students should be encouraged to complete questionnaires, answer questions, and fill in forms.

d) The potential for tear-out pages, when necessary, should be explored.

e) The handbook should be the major section of a planning notebook to be retained for the student's two-year college career.

Outline - Student Handbook
INTRODUCTION

Calendar
    Fall Semester, 1985
    Spring Semester, 1986
Welcome
    Dr. Richard L. Moore
College Disclaimer
Statement of Nondiscrimination
Board of Trustees
College Philosophy
Table of Contents
Production Staff
Introduction
   The use of the handbook and specific instructions

Section I
EDUCATIONAL PLANNING

Professionals whose job it is to make educational and career dreams a reality

(Pictures of counselors and staff)

Introduction
Words and Terms You Will Want to Know
Planning Information
Self Assessment and Examination
- Personal Intellectual and Attitudinal Qualities
- Time Assessment

Diagram of Interrelationship between Goals, Majors, and Career Choice
Charting Your Academic Course
What is the achievement level of English, Math and Study Skills?
- Introduction to assessment process
- Sample questions
- Interpreting Test Results

Outcome of Educational Planning Session
- Major
- Goal
- Career Objective
- Six Semester Plan
- Diagram - Elements of Good Course Selection

Keys to Academic Success
- Study Trips
- Taking Exams, Strategies
- Stress Reduction

Monitoring Your Progress
- Graduation (AA Degree) Checklist
- Transfer to a CSUC campus Checklist
- Transfer to a UC campus Checklist
- Vocational Certificate Checklist

Section II
COLLEGE RESOURCES AND SERVICES

Introduction
Words and Terms You Will Want to Know
Get Involved in Campus Life
- Student Activities
- Clubs - (Name, Advisor, Ext.)

Associated Student Body
Where do I go and whom do I see?
- Action (brief)
- Staff involved picture

Areas
- Admissions
- Nexus
- Health Office

Financial Aid
Scholarships
EOP&S
Work Experience
Campus Police
International Center
Women's Center
Counseling
Hispanic Center
Tutoring
Library Service
Ombudsman

What are your Rights and Responsibilities
Student Bill of Rights
Student Conduct Code?
Ombudsman

Frequently asked questions regarding college policies
- Attendance
- Withdrawal from class
- Probation
- Auditing
- Credit/No Credit
- Grades

Map

MATRICULATION ADVISORY COMMITTEE
Santa Monica College

Mathematics and English Assessment

Mathematics Assessment

BACKGROUND

The goal of the assessment in mathematics is to discover the most appropriate sequence of math courses for the student, considering a number of factors, such as: completion of the prerequisite course, the grade in that course, the recency of that course, the student's major. Since the first meeting of class, misplaced students, even if they are able to detect their misplacement quickly, still find difficulty in trying to transfer up or down into the appropriate course.

RATIONALE

The mathematics placement test measures the student's current level of math skills. Few students pretend to have mastered math skills beyond the courses they have taken, but some try the next course when they have received a D, F, or W in the prerequisite course. Not only are these students nearly always casualities, but they have wasted a semester of math time for themselves as well as depriving another student of a place in the class.

Secondly, and of broader impact, are those students who honestly did complete the prerequisite satisfactorily (C grade or better), but who have not had the course recently. For this second group of students, an evaluation of current math skills is most useful.

The mathematics assessment will be administered to all fully matriculated students. The resulting score will suggest the appropriate entry-level math course. Students who choose higher-than-recommended courses assume a risk. If the chosen course is much above the student's current skill level, additional considerations are appropriate, such as verification of prerequisite and/or instructor assessment of student qualifications.

RECOMMENDATION #12: It is recommended that the assessment instrument be a two-part instrument with the overlap at the intermediate algebra level.

RECOMMENDATION #13: The tests should be designed by the mathematics department.

RECOMMENDATION #14: The assessment should be completed prior to registration in a math course.

RECOMMENDATION #15: It is further recommended that an evaluative study of the new two-part instrument be made following its first year of implemantation.

RECOMMENDATION #16: This evaluation should be of a statistical nature, indicating the effectiveness of the placement of students based upon their success in the course in which they were placed.

English Assessment

BACKGROUND

Students enter the community college with widely disparate reading and writing skills. Because of open enrollment, their skills range from elementary school level to college level. Owing to this broad range, one principal responsibility of the college, when students matriculate, is to measure their skills and to devise programs that will move them as quickly as possible to the highest level they are capable of attaining.

Students can advance most expeditiously in classes homogeneous enough to permit instructors to maintain high standards. Such homogeneity depends upon a placement test that differentiates levels of reading and writing skills as sharply as possible.

Students at the upper end of the scale must comprehend sophisticated, mature prose. To do so, they must have vocabularies sufficient to enable them to grasp writers' meanings, and they must be able to differentiate between fact and opinion. They must also have the skills to write expository essays in which they advance a thesis and defend it logically. These essays should demonstrate a command of the mechanical conventions, such as spelling, punctuation, and grammar because at the freshman composition level instructors properly concentrate on development, organization, and logical thinking.

At the middle level, students need to comprehend prose judged to be at least at the high school level. They ought also to have enough knowledge of the basic structure of the English language to profit from a review of grammar and mechanics. Most important, at the beginning of the semester, students should be able to express their thoughts in writing to the extent that they can develop three to five paragraphs, even though they may stray from the topic or argue illogically at times and make some mechanical errors. Many should have the capability of advancing in one semester to the freshman composition level if that is their goal.

The remaining students read below the ninth grade level, and some cannot produce more than a few sentences filled with serious errors that impede or even prevent comprehension. For these students the college should provide basic skills courses in reading and writing. Under careful supervision in a basic skills program, they stand the greatest chance of advancing to a higher level.

If students are inaccurately placed by the test they take at registration and are moved to a lower level after the semester begins, they often believe that the placement test serves only to impede them from reaching their goals quickly, and they may become hostile towards a process intended to help them. Therefore, it is desirable to place them initially as accurately as possible and to educate them to the value of gradually increasing their skills in classes that they have the ability to complete successfully. Inappropriate placement eventually discourages students and increases the drop-out rate. Proper placement is usually essential for successful completion of an English class.

RATIONALE

Ideally, all students should be placed in the most appropriate level by a test that measures reading ability (and perhaps mechanical skills) and that includes a writing sample. Although a correlation between reading and writing skills has been proved to be usually the case, some students read well but write poorly because of inexperience. In a few cases no correlation at all exists between the two skills. A writing sample remains therefore the best indication of a student's chance of success in a writing class. It also results in greatly improved placement of ESL students whose reading, writing, and speaking skills often vary more than those of native English speakers. Most English instructors are convinced that a writing sample is the most important ingredient in a placement test and that its inclusion results in more nearly accurate initial placement.

RECOMMENDATION #17: The college should retain the TASK reading test with the present cutoffs (13th grade for group A and 9th grade for group B).

RECOMMENDATION #18: A writing sample should be required. A student should be placed in a group initially by reading score but should remain in that group only if the writing sample demonstrates competence at that level.

RECOMMENDATION #19: The writing sample should carry greater weight when there is a discrepancy between reading and writing abilities.

RECOMMENDATION #20: To guide the readers of the writing samples, the English department should draw up a list of standards for placement at each level.

RECOMMENDATION #21: Using the holistic method, two readers should evaluate each writing sample, and a third should decide placement if the first two disagree.

MATRICULATION ADVISORY COMMITTEE
Santa Monica College

STUDY SKILLS ASSESSMENT

BACKGROUND

Study skills are the student attributes which help to ensure success in the college academic environment. Identified skills include notetaking, outlining, time and stress management, dictionary and library skills, goalsetting, test taking, and critical thinking. These skills can be measured by cognitive (intellectual) and affective (emotional) measures.

RATIONALE

In conducting a survey of all existing assessment tools, the subcommittee found no appropriate instrument. Therefore, the committee developed a questionnaire and field tested it on students with various skill levels.

The study skills courses will be adjusted to make up identified student deficiencies.

RECOMMENDATION #22: An inventory assessment of student study skills should be taken at the same time as the English and Math Placement tests.

RECOMMENDATION #23: The assessment results should establish three levels of student study skills:

a) strongly recommend a study skills course
b) suggest a study skills course would be helpful
c) no extra study skills course necessary

RECOMMENDATION #24: Human Development 1 (Developing Learning Skills) should meet for eight weeks, twice per week for three hours a week with one hour a week of assigned lab time, one unit credit.

RECOMMENDATION #25: Maintain curriculum of Human Development 1 as it now stands, but work to provide more in depth-instruction of specific areas.

RECOMMENDATION #26: Institute an ongoing process of evaluation to measure the effectiveness of the assessment instrument, the recommended placement, and the Human Development class.

RECOMMENDATION #27: Begin immediately the preliminary evaluation of the assessment instrument while English and Math Placement tests are being given for spring enrollment.

RECOMMENDATION #28: Establish a committee to explore Human Development 1 class curriculum, time pattern, and units. The committee should include Human Development I instructor.

MATRICULATION ADVISORY COMMITTEE
Santa Monica College

ALTERNATIVE ASSESSMENT METHODS

BACKGROUND

Each non-exempt student who has accumulated twelve units at Santa Monica College, as well as new students planing to enroll in seven units or more, or new students planning to enroll in an English or mathematics course, must be assessed in the areas of English, mathematics, and study skills to meet the requirements of the college matriculation plan.

RATIONALE

The committee addressed the examined question: "Are there any other methods to assess English, mathematics, and study skills levels for mandated students?" Suggestions for alternative methods of assessment were solicited from the campus personnel through a brief survey conducted by the committee. The committee examined each suggestion collected and adopted the following recommendations for satisfaction of matriculation assessment requirements.

ENGLISH ASSESSMENT ALTERNATIVES

When data are provided in a timely manner, the following recommendations may be used in lieu of an assessment test both to meet the requirements of matriculation and to establish entering English proficiency.

RECOMMENDATION #29: The grade in the last course completed at Santa Monica College or some other four-year institution high school honors program.

RECOMMENDATION #30: The instructor, in consultation with the department chair, should be allowed to admit students into a course based upon available evidence, including the writing sample.

RECOMMENDATION #31: Writing samples should be obtained from all students as part of any testing procedures. These samples must be graded by faculty before the first day of class.

RECOMMENDATION #32: Standardized tests such as SAT and ACT may be used for determining English proficiency level when scores are provided at the appropriate time.

MATHEMATICS ASSESSMENT ALTERNATIVES

When the data are provided in a timely manner, the following recommendations may be used in lieu of an assessment test to satisfy the requirements of matriculation and establish entering mathematics proficiency.

RECOMMENDATION #33: The highest level of mathematics completed, grade, and date of completion (high school advanced placement courses are included).

RECOMMENDATION #34: Instructor, in consultation with the department chair, may admit students into a course based upon available evidence of proficiency.

RECOMMENDATION #35: Standardized examinations such as SAT and ACT may be used for assessment, after a study to correlate test level with mathematics department assessment levels.

STUDY SKILLS ASSESSMENT ALTERNATIVES

When the data are provided in a timely manner, the following recommendations should be used in lieu of an assessment test to satisfy the requirements of matriculation and provided for study skills referral.

RECOMMENDATION #36: Successful college or high school history demonstrated by a transcript.

RECOMMENDATION #37: Personal interview by counselors and/or study skills expert.

RECOMMENDATION #38: Examination of application.

RECOMMENDATION #39: Consultation between instructor and department chair to determine the study skills assessment.

MATRICULATION ADVISORY COMMITTEE
Santa Monica College

EDUCATIONAL PLANNING

BACKGROUND

Santa Monica College will have to implement accountable procedures to insure success in the following matriculation activities:

Orientation and pre-orientation services are designed to provide information on campus procedures, academic expectations, financial assistance, and any other appropriate information that is important to prospective and new students.

Enrollment assessment and educational planning counseling includes identifying career and educational objectives, evaluating student study time and learning skills; in addition, they include such services as Financial Aid, campus employment, Placement Services, Learning Resources Center, EOP&S, Disabled Students Center, Women's Center, Child Care, Hispanic Center.

Post enrollment evaluation consists of follow-up of each fully matriculated student's progress and requires counseling for students who have not declared a major, who are enrolled in remedial courses, or who are on academic probation.

RATIONALE

Santa Monica College plans to establish a counseling matriculation process that will implement institutional student accountability through educational planning. A one-day retreat held by the counseling staff in conjunction with the college president, invited consultants and management personnel, developed four areas of educational planning:

1. Assessment of needs;
2. Selection of objectives;
3. Measurement of educational activities;
4. Evaluation and follow-up to determine degree of student attainment of educational plans.

The following recommendations represent early outreach, orientation, educational planning, and counseling follow-up.

RECOMMENDATION #40: To articulate with schools, business organizations, private industries, community agencies and organizations for the purpose of identifying potential students for early outreach activities and pre-orientation.

RECOMMENDATION #41: To conduct student orientation and assessment prior to new student registration counseling.

RECOMMENDATION #42: To provide academic, career, personal and transfer conseling in a clear, accountable, and evaluative manner.

RECOMMENDATION #43: To establish activities that demonstrate articulation with transfer institutions, businesses, private industry, and community/public agencies.

RECOMMENDATION #44: To implement additional services for students who have undecided majors, who are on probation, or who face disqualification.

RECOMMENDATION #45: To coordinate counseling services with instructional personnel.

RECOMMENDATION #46: To monitor and evaluate the student's progress for the assurance of individual goal attainment.

RECOMMENDATION #47: To develop a transition program in which a student will participate with transfer institutions and business.

RECOMMENDATION #48: To emphasize a continuous staff development program for counselors.

MATRICULATION ADVISORY COMMITTEE
Santa Monica College

STUDENT PARTICIPATION IN
MATRICULATION

BACKGROUND

Matriculation by definition is a student support program. Its goal is to aid new students in entering the college, declaring a major, and developing an educational plan to guide their progress toward completion of the goal. The college is committed to providing services and activities to maximize new student's progress. New students, in addition to continuing students, need all possible assistance in deciding upon a goal and being supported if change is necessary.

The follow-up process of matriculation involves most specific functions of the college. The more follow-up assessment and student involvement in the process, the greater the chance of success.

RATIONALE

Since matriculation, including follow-up, is a service for new and continuing students, who is better prepared to offer advice and aid than successful and experienced students? The more experienced students will derive benefits and become more involved in campus life if they are encouraged to participate in the matriculation process, and both new and experienced students will derive benefit from student involvement in the process.

RECOMMENDATION #49: Members of the student body, especially members of Alpha Gamma Sigma and the Scholars Program, should be encouraged to aid in matriculation by serving as peer advisers.

RECOMMENDATION #50: Student government should sponsor a speakers' program, bringing to campus professional and technical experts to provide timely information to aid students in formulating career and educational goals.

RECOMMENDATION #51: Student government should help distribute information related to success of SMC students in employment and transfer.

RECOMMENDATION #52: Students shall be encouraged to assist the counseling department in providing field trips and other activities related to educational planning and successful transfer to four year institutions.

RECOMMENDATION #53: Students should be involved as advisers in the orientation program, educational planning, and other presentations for students relating to matriculation.

RECOMMENDATION #54: The student association should foster the establishment and support of clubs to provide necessary peer support opportunities to career and transfer students.

RECOMMENDATION #55: The student association, in cooperation with faculty and staff, should prepare and distribute written materials which may aid new and continuing students in their course-work and social activities on campus.

RECOMMENDATION #56: The student association and the Academic Senate should establish a seminar in learning skills to explore what makes a student successful.

MATRICULATION ADVISORY COMMITTEE
Santa Monica College

FACULTY ADVISEMENT

BACKGROUND

Faculty advisement, long recognized as an important matriculation component, provides students with information about career opportunities, course content and sequences, and other significant issues specific to a discipline. However, to date faculty advisement has been informal, lacking both a recognized process through which students are informed or referred to a faculty adviser and a department representative to provide this kind of assistance.

In 1982 an ad hoc committee conducted a four-month study to develop recommendations that recognized the Santa Monica College environment, student and faculty needs, past experiences, and the mission of the community college in relation to faculty advisement. The resulting document was the basis for this position paper.

RATIONALE

With a matriculation plan mandated for California Community Colleges, faculty advisement is viewed as a significant source of information and student assistance in fulfilling student academic and/or vocational goals.

Faculty advisement addresses and has the potential to remedy a number of needs within the community college. Among these are class selection, information about career opportunities specific to a field, and assistance with understanding the 4-year institution articulation agreements.

RECOMMENDATIONS

The specific implementation and components of the faculty advisement plan should be established in more detail by joint committee. The 1982 document should be a basis for further study of the following:

RECOMMENDATION #57: A clear delineation of the role of the faculty adviser must be made. The faculty adviser provides information on subject matter and is different from the counselor, who uses an analytic and holistic approach.

RECOMMENDATION #58: Tight coordination and integration between the counseling department and faculty advisers is essential.

RECOMMENDATION #59: Faculty advisers should be selected through a coordination of departmental consensus and division dean recommendations. Provision is needed for reassigned time or compensation not only for an adviser or advisers for each department, but also for a counselor to assist the coordination of the faculty advisement program. Faculty participation should be voluntary.

RECOMMENDATION #60: Reassigned time for faculty advisers should become institutionalized, i.e., not dependent on year-to-year funding.

RECOMMENDATION #61: A formalized training plan for faculty advisers should be developed. In addition, a process should be instituted by the articulation officer to provide faculty advisers with updated information on a regular basis.

RECOMMENDATION #62: A plan for student referral and follow-up should be developed and implemented.

RECOMMENDATION #63: The advisement process should be evaluated.

RECOMMENDATION #64: Faculty advisement should incorporate alternate methods such as group situations for delivery.

MATRICULATION ADVISORY COMMITTEE
Santa Monica College

FOLLOW-UP ON STUDENT PROGRESS

BACKGROUND

Once a student has participated in initial assessment and advisement and has enrolled in courses, it is important, for both the student's and the college's purposes to make periodic assessment of student academic performance during pursuit of an educational objective.

RATIONALE

It is important that the college staff forge a partnership among counselors, instructors, and other staff to provide the level of attention required, bearing in mind that certain counseling functions should be performed by properly trained personnel. A computerized system of tracking student progress will facilitate this proposal.

RECOMMENDATION #65: At the end of the sixth week of the semester, a computerized progress report should be sent to each student.

RECOMMENDATION #66: Data used to create this progress report should include:

a) application information
b) computerized student file
c) assessment processes
d) teacher evaluation of attendance, lack of work, low test scores, and/or poor skill preparation

RECOMMENDATION #67: The student progress report should make specific recommendations for improvement, including but not limited to direction to the following:

a) Math Lab Director
b) Learning Resources Center Director
c) Instructor
d) Study Skills Specialist
e) Career Center Director
f) Learning Disabilities Specialist
g) Tutoring Program Director
h) Assessment Center Director
i) Counselor
j) College Psychologist

RECOMMENDATION #68: Students whose records indicate that they have not declared an educational objective, who are enrolled in remedial courses, or who have been placed on academic or progress probation, shall be required to have at least one counseling/ advising session each semester.

RECOMMENDATION #69: The counseling/advising session should result in referral to other services, including but not limited to items a through j in recommendation #67

RECOMMENDATION #70: A committee of interested staff should be established as soon as possible to create the progress report format.

RECOMMENDATION #71: Students making progress should be referred to faculty advisers for follow-up.

RECOMMENDATION #72: The concept of small group counseling should be explored.

RECOMMENDATION #73: A research project should be designed to ascertain the reasons students drop out of the college. (Survey should be provided at time of exit and/or follow-up with instructor.)

RECOMMENDATION #74: An early warning system should alert students as they approach disqualification status.

RECOMMENDATION #75: A more efficient system for counseling probationary students should be developed, employing group meetings and video tape presentations.

RECOMMENDATION #76: All students should be encouraged to meet with faculty and counselors regularly.

RECOMMENDATION #77: The semester grade report should include:

a) semester work completed
b) current semester activity
c) uncompleted work
d) list of courses and activities to be completed
e) pertinent information
f) other

MATRICULATION ADVISORY COMMITTEE
Santa Monica College

RESEARCH AS A SUPPORT ACTIVITY
OF MATRICULATION

BACKGROUND

Institutional research is the study of the effects of the educational environment on student learning outcomes. In order to implement a matriculation procedure, it is necessary to understand what factors influence the success or failure of students to reach their educational goals. Institutional research is the means to gain this understanding by applying accepted research methods.

RATIONALE

A survey of the relevant literature, suggestions from professional researchers engaged in studying educational institutions, and the advice of Santa Monica College faculty and administration produced the following recommendations, which represent the minimum effort necessary to fulfill the goals of institutional research. The recommendations will provide the guidance and support required to carry out an effective program of research.

RECOMMENDATION #78: Initiate as soon as possible a concerted effort in the area of institutional research to evaluate the various aspects of matriculation and make recommendations for change and improvement.

RECOMMENDATION #79: Establish a small group of 3-5 people to critique all research projects proposed by the institutional research office.

RECOMMENDATION #80: Encourage interested faculty members to contribute expertise in research design by analyzing data and providing advice.

RECOMMENDATION #81: Expand the college commitment to the institutional research effort.

RECOMMENDATION #82: Develop a process to help determine entering student characteristics.

RECOMMENDATION #83: Encourage all departments and staff members to cooperate with research efforts.

RECOMMENDATION #84: Involve interested faculty and staff to supplement the research staff.

RECOMMENDATION #85: Assemble relevant textbooks, computer software, and question banks to use in developing assessment tools.

RECOMMENDATION #86: Create files of computer data necessary to support institutional research.

RECOMMENDATION #87: Develop software analysis packages to organize relevant data to use in hypothesis testing and the basis for recommendation.

MATRICULATION ADVISORY COMMITTEE
Santa Monica College

MISCELLANEOUS RECOMMENDATION

Proposed Addition

RECOMMENDATION #88: All students must declare a major before enrolling in a third semester at Santa Monica College.

SANTA MONICA COLLEGE

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TO: Newton Love

FROM: Suzie Nissen SUE NISSEN

DATE: December 5, 1984

RE: Student Activities to Support Matriculation Efforts

As we discussed, I was to develop the ideas that you had gathered from the student committee. They are laid out below. Perhaps more brainstorming could be done using this as a base. I am available to meet with you and your committee at your convenience.

1. SPEAKER SERIES:
Students would sponsor speakers from industry who would discuss their role and functions, their educational background, what skills they look for in hiring, and relevant majors. Speakers would be selected to represent programs offered at SMC.

2. DISTRIBUTION OF JOB RELATED DATA:
Students would research, publish and distribute data concerning majors offered at SMC and how they fare in the work world. Information would include pay scales, job availability and area four-year institutions to which students could transfer into these specific programs.

3. Students would develop study guides to various classes. These would be developed with department chairs and faculty. Students would publish and distribute.

4. Working with the counseling department, students would assist in providing field trips to SMC students to four-year institutions in the Los Angeles area.

5. Students might become more involved in the orientation process used for new students. Advice about support services they used, how they came to choose a major, etc. Could accompany a tour of the SMC campus.

sks
copy to: Bob Silverman, chair, matriculation committee

Santa Monica Community College District • 1900 Pico Boulevard • Santa Monica, California 90405 • 213 450-5150
Richard Moore, Superintendent and President

INSTITUTIONAL RESEARCH-SMC

Proposal No. 1

Effectiveness of a Remedial
Program at Santa Monica College

Santa Monica College's remedial education program provides a very rigid curriculum of courses, specific support services and a cooperative approach to instruction. The objectives of this program are to present remedial education in the most efficient way so that the student's advancement into the regular college program can be facilitated and student progress towards an educational goal can be maximized. The remedial program described above, must be evaluated for its effectiveness and success in meeting the stated objectives of students. The evaluation results should be used to determine program improvements and comparisons to other remedial instruction techniques. The following research proposal will evaluate the program by comparing it to the regular instructional process.

Purposes of the Research Project:

1. To evaluate the effectiveness of the remedial education program in terms of learner outcome measures.

2. To compare the remedial education program to the traditional remedial instruction at Santa Monica College.

3. To create a longitudinal study of students in the study group to assess the effects of the remedial program on success in the regular college program and the time to reach educational goals.

4. To develop recommendations for improving remedial education at Santa Monica College.

5. To meet requirements of state legislation agencies, Board of Governors and the Governor.

6. To support the matriculation process at Santa Monica College.

Sample

One hundred students will be identified by their score on the English Placement Test. All will have C level, which translates to less than eighth grade level in English. The students will be assigned to two groups, the experimental group which is

exposed to the remedial program and the control group which is enrolled in the traditional way.

The following steps will be utilized in both groups.

1. General Orientation emphasizing the importance of the study and the need to keep in touch with Institutional Research office.

2. A Student Input Questionnaire will be used in both groups to set the student input level and develop a typical profile.

3. Follow up will begin immediately with monitoring of progress drop rates, etc., of two groups. Exit questionnaire will be provided when students leave remedial classes.

4. Longitudinal data will be collected on students as theyprogress.

Outcomes:

The following outcomes are the major data components to be collected for each student in the experimental and control groups.

1. Passing rates
2. Attrition rates
3. GPA
4. Credit earned/Credit attempted
5. Success in Remedial Courses
6. Post test scores
7. Critical thinking
8. Writing sample
9. Cognitive vs affective measures - refer to background paper
10. Include time dimension

Cautions:

1. Separate defining and measuring the outcome of college from assessing institutional impact on such outcomes.

2. Because of greater variations in value and objectives of different persons - must develop a battery of measure.

3. Provide for side effects.

4. Student outcome measures should include cognitive as affective outcome psychological vs behavioral types of data timing factors.

5. Develop absolute rather than relative measures of student outcomes. Overall outcomes must be measured to the effect college attendance has upon the outcomes.

Inputs:

Student input levels will be assessed by:

1. English pretest
2. Educational history
3. Demographic information
4. Personal history
5. Career objective

6. Educational objective and goal
7. Work level, etc.

Environments:

The experimental and control environments are well defined in this evaluation project. College environment is a definition and measurement of close institutional characteristics that are likely to have some impact on the students' development. An event or other observable characteristic of the institution capable of changing sensory input to the student and which can be measured by independent observation is part of theenvironment which affects student outcomes. Four examples include:

1. A change in student's immediate subjective experience.

2. A temporary or situational change in student's overt behavior.

3. A lasting or relatively permanent change in experience.

4. A lasting or relatively permanent change in student behavior.

Data Analysis

T-test. The purpose of this test is to help decide whether any observed difference between two samples means arose by chance or represent a true difference between population.

Z-test. To establish whether a particular sample (100) belongs to a specified population including level of significance and confidence testing. Error Power and Sample Size will be considered.

Regression Analysis - Predicts outcome measures based upon series of input characteristics. Ability to compare predicted outcomes with actual outcomes.

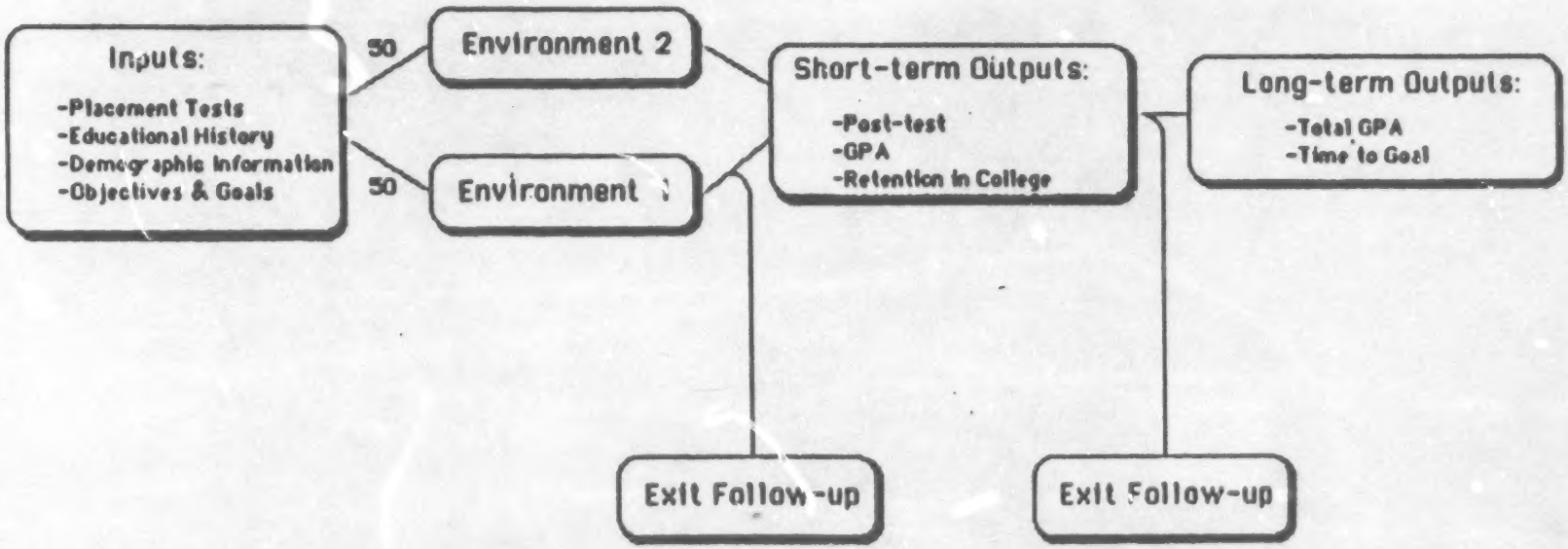
Notes:

1. Consideration should be given to an interinstitutional analysis to truly evaluate SMC's program.

2. Since remedial professions are instructing both program and non-program classes, the overlap will be a confounding variable of unknown significance.

INSTITUTIONAL RESEARCH-SMC

Flow-chart of Pilot Study



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Proposal No. 2

Delayed vs. Full Matriculation

The components of matriculation are designed to maximize the students opportunity for success in the community college program. The process assumes all students will be divided into two groups, exempt and non-exempt. The exempt group is relatively small and students with B.A. or higher degree who wish to enroll in 6 or fewer units. At Santa Monica College all remaining students are subject to matriculation. Upon admission to the college, non exempt students separate themselves into two groups by the number of units they intend to enter. The two groups are called fully matriculated - seven units or more (matriculation status, 1) and delayed matriculation - less than seven units (matriculation status, 2)

Definition of Terms

- Matriculation: Process of steps which maximizes educational planning includes the following components:

  1) Application
  2) Orientation to college and programs
  3) Assessment (English, Math, Study Skills)
  4) Educational Planning
  5) Follow up

- Fully Matriculated: all components (1-4) to complete prior to enrollment in classes.

- Delayed Matriculated: Application assessment and orientation completed prior to enrollment. Educational plan delayed until 12 units completed.

Purpose of Study:

* To evaluate the difference between the fully matriculated and delayed matriculated status.
* To guide further refinement of the matriculation process at Santa Monica College.
* To develop a matriculation process which maximizes student success.

Units of Observation

Representative samples of new students with matriculation status of 1 and 2 will be identified at the time of application.

Input Measures

1. Transcript data including English and Math level attained, standard test scores, GPA, etc.

2. Assessment of English, Math and study skills.
3. Educational plan including goals and majors.

Environmental Changes

E1 - Fully Matriculated
E2 - Delayed Matriculation

Output Measures

1. GPA
2. Number (or %) of units successfully completed
3. Drop rate
4. Number of goal/major changes
5. Progress toward goal
6. Achievement of stated goal

Discussion

It is expected that student outcomes will be improved the earlier the matriculation process is completed; therefore, matriculation status one students should have better outcomes than status two students. The major problem projected in this study is the input. Since status two students are in fact part-time students and status one students are full time. It has long been assumed that these two gorups have very different (goal stated, age, amount of work, college level attained, etc.) input characteristics and degree of seriousness. The input differences will, by necessity, be accounted for by statistical methods such as Linear Regression analysis.

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INSTITUTIONAL RESEARCH-SMC

Proposal No. 3

Math Assessment Level vs Grade Achieved in Selected Math Sections

One component of matriculation is assessment, which is defined as entering skill levels in English (verbal), math and study skills. All students at Santa Monica College are assessed in math and English. The results of the English test are used as a mandatory placement device, whereas the math results are purely advisory in nature. No correlation have been established between the math test and success of students. It is questionable whether students who follow the recommendation do any better than students who ignore the results of assessment. The following table represents the best "guess" of correlation at this time.

Assessment Levels	Course Level
P	Math 81 - Remedial
Q	84 - Pre Algebra
R	31 - Elementary Algebra
S	20 - Intermediate Algebra
T	24 - Calculus for Business
U	2 - Trig & College Algebra

Purpose of Study

- To determine the reliability and validity of the assessment instrument in predicting student success.
- To make recommendations regarding the possibilities of changing tests and/or expanding to mandatory placement.

Units of Observation

Representative first time students will be identified in the six courses of math which have been designated by the department. Assessment results and final grades will be collected for each student in the sample.

Data Analysis

For each member of the sample in each class the final grade and assessment level will be treated as two variables X and Y. The following tests will be used to describe the relationships:

Correlation $(\int xy)$ and $(\int xy)^2$
Covariance

error — Level of Correlation

These statistical tests will be applied to each course. A scatter plot will be constructed for each course.

Summary

The results of this study should clarify the confidence level in the SMC math assessment tool. This data should be distributed to matriculation committee and math department.

INSTITUTIONAL RESEARCH-SMC

December 11, 1984
Proposal Number 4

Rate of Student Compliance with Counselor Recommendations

Purpose of project:

To measure the effectiveness of the educational planning session with a counselor by measuring the rate at which students select courses consistent with counselor advice.

Students' compliance with program recommendations by counselors is a crucial question in the educational planning process. Class selection by students ought to reflect the impact of professional advice. A major concern is that after participating in the educational planning process, students select inappropriate courses. One important factor affecting the rate of compliance is the availability of the classes recommended: if a student did not enroll in a course because that course was full or cancelled, that non-compliance should be distinguished from the student's simply disregarding the counselor's advice.

Procedure:

Students will be instructed to complete the Suggested List of Classes form during the orientation session and bring it to the educational planning session. The counselor will review the form in light of goals and assessment information. After the student and counselor have agreed on what classes would be most appropriate, the counselor will sign the form and retain the bottom copy. All copies will be sent to the Institutional Research Office.

Sample:

The researchers will randomly select 200 forms from the batch every fourth day of the 20-day registration period yielding a uniform sample of 1000 forms. The computer enrollment records will be matched to the students' forms sample.

Output measure:

The correlation between the classes suggested and the classes actually enrolled in will be studied as a function of how far along in the registration period the student was processed. This will provide a measure both of how high a correlation there is between counselor suggestions and student choices, and how that correlation is affected as classes begin to be closed.

October 25, 1984

TO: Matriculation Committee
FROM: Pamela Ashe
SUBJECT: Study Skills Sub-Committee Report

The committee members include Sharon Steeber and Anne Phillips, English Instructors, Pamela Ashe, LRC Specialist, and Natalie Mosier, a student. Efforts to recruit Jack Fry were unsuccessful, so perhaps another recommendation for a faculty member outside our discipline is in order.

The committee was charged with recommending answers to three questions:

1. Which skills do we want to assess?
2. Which instrument do we want to use?
3. Which classes will we recommend for students based on their test scores?

In response to the question of which skills should be assessed, the committee agreed upon the following tentative list:

notetaking	critical thinking	library skills
underlining	time management	scanning speed
outlining	stress management	goals and objectives
word attack	dictionary skills	test taking

As stated at our last meeting, the committee agreed that we'd rather use an actual assessment instrument that measures the student's mastery of skills than to use a self-report inventory as has been popular with study skills in the past. We have discussed, however that an inventory used during the counseling session can be useful.

The search for existing Study Skills Assessment instruments has yielded the following results:

1. Several colleges were contacted, and in more than one case, referred to Elaine Cohen at Santa Barbara College. Ms. Cohen was in Sacramento when we tried to reach her, but we did make contact with her co-worker, Pablo Buckelough, who said that SBC has found that the most successful study skills classes were those tied to content. SBC has considered using an inventory but study skills have not yet been addressed by the SBC matriculation committee; thus, no decisions have been made.

2. We've initiated a preliminary ERIC search that has not been productive. We've decided to wait and pursue other leads before we consider a full search.

3. We made calls to several publishers and found two possibilities:

   a. The California Testing Bureau has a Study Skills and Listening Test as a part of their CTBS series. The test has 37 items, is normed, and takes 20 minutes. It covers areas such as dictionary skills, library skills, organization of information, reading tables

and graphs. CTB is sending us a specimen copy which should arrive in seven to ten days. The cost is $12.80.

b. Riverside Publishing Co. has a multi-scored test that can be put together after we select the items we want to use. Some of the items assess study skills, so we have requested a copy.

4. We have a good lead that has not yet been researched The Educational Testing Service has a new diagnostic Learning Skills Assessment that has not been published and there is a possibility Santa Monica College could be used as a pilot school. We will call ETS and follow up as soon as possible.

5. One study skills program we are currently using in conjunction with the Human Development 1 course is the Educulture Academic Skills series which has ten separate audio-cassette and workbook modules. Pre-test and post-test multiple choice quizzes are provided in each of the 10 skill areas. (See attatched) The committee will look at the questions and will create a diagnostic test from the pre-test questions.

An outline of the Educulture Series modules is attatched for review by committee members.

At our next sub-committee meeting on November 7, we will review these instruments and make a decision to either continue our search or work with what we have.

SERIES OUTLINE

Module 1: Preparing to Study

1. Getting Information About Your Courses
2. Setting Goals and Objectives
3. Developing a Study Timetable
4. Planning Study Sessions
5. Motivating Yourself and Warming Up
6. Designing Your Study Environment

Module 2: Reading Comprehension and Retention

1. Surveying
2. Skimming
3. Questioning
4. Reading
5. Reciting
6. Reviewing

Module 3: Reading Speed

1. How Fast Do You Read?
2. Overcoming Subvocalization
3. Overcoming Regression
4. Previewing
5. Matching the Speed to the Purpose

Module 4: Reading Practice

1. Finding the Main Idea
2. Finding Supporting Details
3. Finding and Applying Facts
4. Reading Newspapers and Magazines
5. Reading Textbooks
6. How Fast Can You Read *Now?*

Module 5: Note-Taking Techniques

1. What are Notes?
2. How to Note Main Ideas
3. Making Your Notes Work for You
4. The Outline Technique
5. The Graphic Technique
6. The Index Card Technique

Module 6: Note-Taking Application and Practice Module

1. Critical Listening
2. Taking Lecture Notes Under Difficult Conditions
3. Reorganizing Lecture Notes
4. Critical Reading
5. Taking Notes From a Variety of Sources
6. Reorganizing Reading Notes

Module 7: Vocabulary Building Techniques

1. How to Use the Dictionary
2. Context Clues
3. Prefixes
4. Roots
5. Suffixes
6. How to Keep Building Your Vocabulary

Module 8: Memory

1. What is Memory?
2. Understanding
3. Reviewing
4. Association
5. Memory Tricks

Module 9: Applying Study Skills to Essays and Projects

1. Finding a Subject
2. Researching the Subject
3. Organizing the Essay or Project
4. Using a Clear Style
5. An Essay Checklist

Module 10: Examinations

1. Reviewing for Exams
2. General Test Strategy
3. Reading the Directions
4. Taking Objective Tests
5. Taking Essay Tests

ERIC Clearinghouse for Junior Colleges
8118 Math-Sciences Building
University of California
Los Angeles, California 90024

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